Annual Report 2025

Coolbellup

Community School

Learning For Life

Principal's Message

It is a profound honour to have been appointed the substantive Principal of Coolbellup Community School in 2025. I step into this role with genuine excitement and a deep commitment to strengthening our standing as the school of choice for Cooby families. After several years of leadership transition, my focus is on restoring the stability and consistency our students, staff, and community deserve, and on leading Coolbellup Community School toward a bright and united future.

In the early phase of my tenure, I dedicated significant time to developing a thorough understanding of the school's current practices. This aligned seamlessly with the Public School Review (PSR), conducted at the end of Semester 1, informed by a rigorous and honest school self-assessment, written by staff. The PSR is available on the school website and Schools Online and the recommendations contained within it can be seen in much of the work addressed in this Annual Report, testament to the forward facing direction of the school.

Building on these insights from the review, I led the development of a Strategic Direction Document that will shape our next Strategic Plan (2026–2028). This work centres on two key PSR-identified domains, being Teaching Quality and Student Achievement & Progress, which have been strongly and positively embraced by staff. Together, we also recognised the importance of strengthening the Learning Environment domain, particularly student wellbeing, acknowledging its essential role in the success of our young people, their families, and the broader Coolbellup community.

Throughout the remainder of the year, we worked closely with the Department's Primary Early Childhood Education Support (PECES) team to identify and plan for programs that best align with our context and the needs of our students. Together, we have developed a clear and systematic implementation plan to ensure all recommendations are carried out with purpose and fidelity. I am pleased to share that we are well positioned to meet these expectations and continue building on the strong foundations already laid.

Craig Beard
Principal

Our Vision - Moral Purpose and Aspiration

Staff collaborated to establish a shared moral purpose statement that reflects the work we do, along with a clear aspiration to guide our direction for the next three years (2026–2028).

Moral Purpose: We reflect the diversity of our community and create a sense of belonging for every child. We are committed to keeping students safe, nurtured, and engaged through consistent, high-quality teaching and pastoral care. Together, we enrich each student's whole being and strengthen our connection as a beacon for the Coolbellup community.

Aspiration: Through student engagement, effective whole-school teaching, and evidence-based practice, CCS staff work collaboratively to make our school the first choice for local families.

School Profile

Coolbellup Community School proudly stands on Beeliar Wadjuk Noongar boodja.

The school shares its site with the Coolbellup Learning Centre (Education Support), a partnership that is central to our school's culture. The two administration teams work collaboratively to align practice across both schools, particularly in relation to our shared Positive Behaviour in Schools (PBS) framework. Staff from both sites recognise the unique opportunity this shared environment provides, demonstrating inclusivity in action and fostering empathy, understanding, and respect among all students.

Community involvement is a key feature of the school with parent participation strongly encouraged. The School Council and the P&C Association each meet at regular intervals and the Breakfast Club, run by volunteers provides breakfast for students and the wider community every morning.

Our P&C do a wonderful job of supporting the school, regularly holding fundraisers including

Mother's and Father's Day Stalls and a Colour Run throughout the year which are well supported by the school community and help to provide the best opportunities for our students. In 2025, the P&C funded the following;

- 20 Tonka Trucks to complement our new playground
- Garden planters to create a welcoming aesthetic to the front of the school
- Book Trolleys for the school library

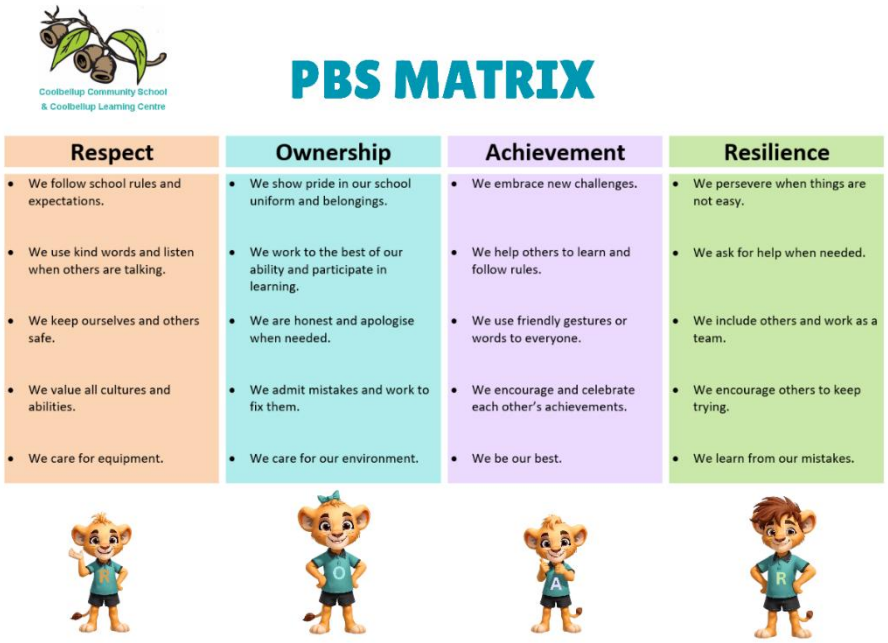
The School Council represents parents in key decision-making processes and ensures the school remains fully compliant with Department of Education policies and practices. In 2026, further training for the School Council through the Leadership Institute is planned to strengthen the group's capacity, deepen their understanding of effective governance, and enhance their ability to actively contribute to the strategic direction of Coolbellup Community School. This investment in our council members will help ensure that parent and community voices continue to play a vital and informed role in shaping a thriving future for our school.

2025 School Priorities

Learning Environment

PBS

In 2025 an audit of the School's PBS system was completed to determine the effectiveness of the program and define improvements that could be made. A decision was made to implement a combined schools PBS to ensure consistency across both schools, further aligning the two schools. The combined school's PBS Team led by the respective Complex Behaviour Support Coordinators of each school worked to develop a new Matrix that embodied expected behaviours across the two schools. In 2026, the work



will continue to develop the program with the following goals;

- Embed fortnightly ROAR Meetings to explain, model and celebrate each fortnight's PBS Value.
- Refine the design of the PBS mascots to represent the inclusive nature of students across schools.
- Deliver signage across the site to educate and reinforce expected behaviours across both schools

Sensory Rooms and Emotional Regulation

The school continued to strengthen its commitment to student wellbeing through the implementation and expansion of dedicated sensory rooms. These spaces were purposefully designed to support students who require opportunities to regulate their sensory and emotional states throughout the school day. The rooms provide students with a safe environment to reset, enabling them to return to learning with improved focus and readiness. Staff have also received guidance on how to incorporate sensory regulation opportunities into lessons, ensuring consistent and responsive support for all students to manage their emotional states throughout the day.

The introduction of these sensory spaces has already had a noticeable impact on student engagement and behaviour. Teachers report that students who access the rooms are returning to class more settled, with increased capacity to manage transitions and maintain attention. The sensory rooms have also supported a proactive approach to wellbeing by reducing escalations and offering students a positive strategy for self-regulation. As we move forward, continued monitoring and student feedback will guide further enhancements, ensuring the spaces remain responsive to the needs of our diverse learners.

A major focus in 2025 was upskilling students to be proactive in their self-regulation, with the Zones of Regulation program delivered by the specialist health teacher to support students in developing a deeper understanding of their emotions, recognising their regulation states, and applying practical strategies to help them remain calm, focused, and ready to learn. This approach has already brought about several positive outcomes, including a significant reduction in office referrals and playground incidents. As a result, the school has seen a noticeable improvement in students' ability to manage conflict, communicate their needs, and engage positively with peers. Most importantly, it has contributed to creating a safer, more supportive environment where students feel comfortable, confident, and able to be themselves.

Playground and Facilities

In 2025, a key focus for the school was creating a more welcoming and engaging environment for our entire community. This included the refurbishment of the front administration area and fresh external painting to enhance the appearance and accessibility of the school. A major project, supported through small-scale election funding, was the construction of a new playground which will become an inviting and inclusive space designed to bring students from both schools together in play, connection, and shared experiences. This development marks an exciting step toward fostering a stronger sense of belonging and joy across the Coolbellup community, with landscaping improvements planned for 2026.

Student Achievement & Progress

Literacy

In response to the Public School Review and the new school leadership's observations, in Semester 2 the school investigated its approach to teaching and learning, engaging heavily with the Department's PECES Team. In direct consultation, the Phonics and Early Childhood teams were utilised and a School Improvement Plan was developed to systematically and carefully implement the following programs to support student achievement and progress. 2025 was spent preparing by upskilling teachers in readiness to deliver the following teaching and intervention programs in 2026.

UFLI

In 2025, the school prepared for the introduction of the University of Florida Literacy Institute (UFLI) Foundations program as a key component of our whole-school approach to improving early literacy outcomes. UFLI provides an evidence-aligned, systematic, and explicit sequence for teaching foundational reading skills, enabling staff to deliver high-quality instruction that meets the diverse needs of learners. Teachers engaged in professional learning throughout the year to build confidence in the program's routines and resources, ensuring consistent implementation across classrooms.

Students benefit from structured lessons that build phonemic awareness, phonics knowledge, and reading fluency in a clear and predictable format. The school will continue to monitor progress and refine implementation in the coming year to maximise the program's impact on student literacy growth

Daily Sentence Writing

Structured Daily Sentence Writing was introduced to improve students' confidence and competence in written expression. In 2026 each class will begin the day with a short, focused writing routine that explicitly targets grammar, punctuation, vocabulary choice, and sentence structure. The routine is predictable and age-appropriate, providing students with a clear model, guided practice, and opportunities to apply new language skills in meaningful ways.

Spelling Mastery

To further support essential literacy foundations, the school has prepared for the introduction of Spelling Mastery in 2026, a direct-instruction program designed to build accurate and automatic spelling skills. Students will participate in daily lessons that systematically teach phonemic, morphemic, and whole-word strategies. Placement testing ensured that each child started at a level appropriate to their current abilities, enabling targeted teaching and steady progression.

Literacy Intervention Programs

In 2025, Coolbellup Community School strengthened its approach to targeted literacy support through the staged introduction of several structured intervention programs. This included the launch of the Before-School Reading Fluency Program, along with extensive preparation for the rollout of MiniLit and MacqLit, which will formally commence in 2026.

Before-School Reading Fluency Program

The Reading Fluency Program was successfully introduced in early 2025 and now operates each morning before the school day begins. The program provides students needing additional support with daily opportunities to practise reading fluency in small, focused groups. Sessions emphasise accuracy, phrasing, and expression, helping students build confidence and automaticity in their reading.

Teachers have observed improved oral reading performance, greater willingness to engage in reading tasks, and an overall boost in student confidence. The routine has also provided a positive and purposeful start to the day for participating students.

Preparation for MiniLit and MacqLit (Implementation in 2026)

Although MiniLit and MacqLit will officially begin in 2026, substantial groundwork was completed throughout 2025 to ensure a strong and successful launch. This included:

- Upskilling Education Assistants through professional learning in evidence-based literacy instruction and program-specific training.
- Building staff confidence in the structure, delivery methods and assessment processes underpinning both programs.
- Developing timetables, resourcing, and group structures to ensure efficient implementation in the following year.

This proactive preparation has positioned the school to deliver high-quality intervention from the first weeks of 2026, with trained staff ready to support students using these proven literacy programs. The school has also engaged with the Fremantle Language Development Centre to continue to test, monitor and evaluate programs and we look forward to this continuing relationship.

Science and STEM

Coolbellup Community School has a thriving STEM Club, led by a teacher who has completed professional learning with SciTech to ensure engaging, hands-on, and high-quality learning experiences for students. The program fosters curiosity, creativity, and problem-solving through a range of interactive STEM challenges. As a result, students are developing stronger critical-thinking skills, increased confidence in experimenting with new ideas, and a genuine enthusiasm for science and technology.

In 2026, a dedicated science teacher will be employed to ensure students receive consistent, high-quality science instruction that builds strong foundational knowledge and sparks curiosity through hands-on, inquiry-based learning. This specialist role will ensure that every student has access to engaging, rigorous, and future-focused science education.

Teaching Quality (Staffing)

Central to the success of our students, is the quality of our staff. To complement the wonderful and dedicated specialist and classroom teachers, two new roles within the school were deployed being a 0.3FTE Complex Behaviour Support Coordinator (CBSC) and a 0.2 Small Group Tuition Coordinator (SGTC). The CBSC audited the school's Multi-Tiered Support strategies for students, as well as leading the combined school's PBS, in collaboration with the Coolbellup Learning Centre to reinvigorate the school's PBS system.

The SGTC engaged with and organised Professional Learning (Elastik – Whole School Data, Fremantle Language Development Centre, PECES), to develop capacity within the school to assess students and ensure collaboration between teachers in interpreting DIBELS assessment data. The SGTC identified patterns and trends within the data, enabling a clearer understanding of student progress and areas of need for the school. By applying a structured approach to data interrogation, the school is better placed to analyse trends and ensure data is used meaningfully to inform teaching and learning, as well as planning targeted intervention and supporting differentiated instruction.

Coolbellup CS is extremely fortunate to have a highly skilled group of Allied Professionals. Along with supporting teachers in classrooms, many of these staff have a leading role in supporting the school's focus on literacy, leading our Intervention Programs. In 2025, many of our Allied Professionals engaged in Professional Learning to further the school's breadth of knowledge to support students, including attending professional learning for MiniLit and Macqlit.

Staff in 2025:

- 13 teachers, sharing a full time equivalent teaching staff total of 9.1
- 4 specialist subject teachers
- 11 Allied professionals (Education Assistants and Special Needs Education Assistants)
- 2 Administration staff
- School Chaplain
- 1 Counselling student
- 1 School Nurse
- School Psychologist
- 1 School Officer
- 1 Manager of Corporate Services
- 1 Aboriginal Indigenous Education Officer
- 1 Library Officer
- 1 Gardener and 3 Cleaning Staff

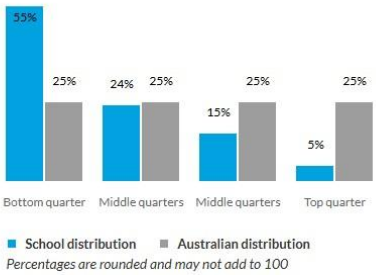
School Summary

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	905
Average ICSEA value	1000
School ICSEA percentile	12

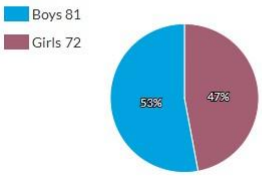
Distribution of Socio-Educational Advantage (SEA)



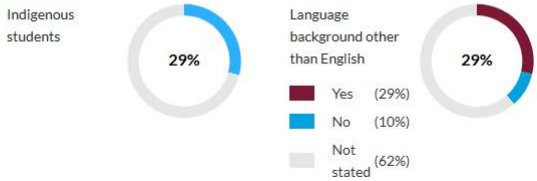
Percentages are rounded and may not add to 100

Students

Total enrolments: 153



Full-time equivalent enrolments: 145.4



Attendance

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	83.2%	88.9%
2024	80.0%	89.4%
2025	81.0%	89.1%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	83%	86%	85%	82%	86%	77%	85%
2024	82%	79%	84%	79%	76%	81%	78%
2025	86%	82%	82%	82%	76%	83%	79%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

Class Structure 2025

1 x Kindy, 1 x PP/1, 1 x Yr1, 1 Yr 2, 1 x Yr 3, 1 x Yr 4/5, 1 x Yr 6

School Financial Summary

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash):	**804,821**	**804,821**
Carry Forward (Salary):	**940,232**	**940,232**
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	17,875,676	17,875,676
Locally Raised Funds:	1,779,393	1,684,543
Total Funds:	**21,400,122**	**21,305,272**
EXPENDITURE		
Salaries:	16,606,799	16,606,799
Goods and Services (Cash):	3,596,518	2,829,218
Total Expenditure:	**20,203,317**	**19,436,017**
VARIANCE:	**1,196,804**	**1,869,254**